**Lesson Plan Format**

**Teacher Candidate: Alexander Wilson**

**Grade Level: 4**

**Date of Lesson: November 11, 2015**

**Content Standards:**

The unit goal is for students to analyze and gather geographical, cultural, historical, and economical information from primary sources to synthesize an informational pamphlet for tourists to the Middle West region of the United States.

**4SS4.a:**Explain the major geographic features of the Mid-West and discuss the physical settings that supported permanent settlement in this region.

**4E3a.7:**Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.

**4Sa.4:** Distinguish among observations and inferences.

Students will be able to explain the major geographic features of the Middle West such as the plains (Great Plains), lakes (Great Lakes), rivers (Mississippi River), and climate/weather. Furthermore, students will become knowledgeable that agriculture due to the unique geography of the Middle West supports permanent settlement in the region. Additionally, students will develop the skills to analyze photographs.

**Learner Background:**

Students are not expected to have any prior knowledge on the Middle West region of the United States. However, students are expected to be able to identify/locate all 50 states. In case there are any students non-proficient in identifying/locating all 50 states, the lesson will begin with a visual and mnemonic song on the states within the Middle West region of the U.S. in the form of a video.

**Student Learning Objective(s):**

**Students will…**

* Identify key geographical features of the Middle West
* Make observations, inferences, and inquires based on key geographical features of the Middle West
* Discuss how the key geographical features of the Middle West support human settlement in the region.

**Assessment:**

Student participation in group work/discussions and group completion of graphic organizer.

**Materials/Resources:**

* Photos #1, #2, #3, #4, #5 (see appendix 1)
* Photo Analysis Graphic Organizer: 
* SMART board
* Projector (ELMO etc.)
* YouTube video

**Teaching Model/Strategy:**

Teaching Model: Inquiry

The inquiry model of teaching was chosen because students, at 4th grade, have the intellectual ability to use facts and observations to form their own opinions and judgments on topics. This teaching model lends itself to this lesson because students will analyze primary sources to develop their own ideas and beliefs on what geographical features are unique to the Middle West region of the USA.

**Learning Activities:**

**Initiation:**

* Begin the lesson by stating the lesson objectives, learning content, and assessment criteria to students.
* Play the YouTube video *Mid-western U.S.A. Geography Song* to provide students information on what states are included in the Middle West region of the United States, as well as where the region is located. As students should have learned all 50 states and their locations in previous grades, this video should serve as a warm up to lead into the lesson.

**Lesson Development:**

**I Do (modeling):**

* Post Picture #1 on the board for the class to see.
* Explain that all the pictures used within this lesson are pictures taken of or within the Middle West region.
* Using a projector (such as an ELMO), complete the Photo Analysis Graphic Organizer to model corrects usage of said graphic organizer and set expectations. At this time, as the Photo Analysis Graphic Organizer is dived into sections of observations and inferences, inform students of the difference between observations and inferences.
  + **Observations:** Things we use our Five Senses to determine
  + **Inferences:** Things we assume based on our observations/prior knowledge
* While filling out this form, conduct a think-aloud to model examples of what students should be thinking when analyzing primary source photos.
* Example of filled in Photo Analysis Graphic Organizer using Photo #1: 

**We Do (scaffolding):**

* Post Picture #2 on the board for the class to see.
* Again, using a projector, complete another Photo Analysis Graphic Organizer; however, this time fill in the graphic organizer with the class.
* Have students lead this activity, share what they are thinking, and share what information they would use to fill in the graphic organizer.
* Scaffold class/student responses when needed.

**You Do (independent work):**

* Group students into groups of 4-5 and provide each group with photo #3, #4, and #5.
* Hand each group 3 graphic organizers. Instruct groups to complete a graphic organizer for each photo.
* While students are working, listen to and observe groups for student participation as well as struggling students/groups in need of scaffolding.
* Have each group present their findings to the whole class. When presenting, have students state the question or topic they are answering before they provide their answer(s). At this time, add any additional information of the geographical aspects of the Middle West if group presentations are in need of more depth.
* During presentations, have groups present their inferences and questions that were developed when analyzing the photos. If there are any inferences and/or questions related to agriculture and/or climate/weather of the region, elaborate or answer them as a whole class discussion.
* If no inferences and/or questions related to agriculture and/or climate/weather were made, ask students questions such as *From analyzing the photos, why do you think people live in this region?* *What characteristics of the Middle West would persuade you to live there?*
* Allow each group to contribute an answer to these or similar questions to form a whole class discussion.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

* Students write in their social studies journals answering questions: *What physical attributes does the Middle West region of the United States have?* *Why do you think learning these physical attributes are important?* *What did you learn from analyzing photos?*

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Ken  (Product) | Ken has difficulty fully completing work in class.  Ken takes his time in school assignments, and is often the last one in the class to finish tests/quizzes/exams. | By including participation (working with group members, sharing what students found) in the evaluation of students’ performance in this lesson, students such as Ken, who tend not to finish their work in class, can still show their learning. Also, the included group work in this lesson will encourage student like Ken to fully complete their work in class. |
| Brandy (Content) | Brandy is a visual and musical learner.  Before tests, Brandy prepares by drawing what she is learning. She also makes mnemonic songs to help her remember content. | By introducing a song (lesson introduction video) and visuals (primary document photos), students such as Brandy who learn musically and visually can better grasp the topic and content of study. |
| Chad  (Process) | Chad is very academically skilled.  Chad is most often the first to finish his work during independent practice. | By having students develop questions within the graphic organizer, students such as Chad can challenge themselves to formulate an answer to their own questions, allowing students to think deeper. |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

**Appendix 1**

**Photo #1:**

****

**Photo #2:**



**Photo #3:**



**Appendix 1 cont.**

**Photo #4:**



**Photo #5:**

